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TÜRKİYE ULUSAL AJANSI  
TURKISH NATIONAL AGENCY

# Final report of scenarios





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## 1 Introduction

### 1.1 About the Report

#### 1.1.1 Objectives of the report

Final Report gives general overview of the results of work performed by the partners and summarizes the whole process in the project. The report integrates theory with practice to come up with best possible scenarios which are going to be used in higher education institutions.

Gifted students seem to be a real challenge for teachers. It is up to the educators' skills whether talented students will grow and "flourish" or not. It is crucial for future teachers to understand more in depth the concepts that stand behind the use of specific methods and techniques. Only the meaningful use of methodology gives profound effect in the teaching process directed at talented and gifted students. Although the term "teaching" should be avoided while talking about experiential learning, it needs to be used here because we still act in the framework of traditional school education.

#### 1.1.2 Structure of the document

The first introductory section intends to give the general information about the theory of talented children development, experiential learning and the use of VR. These theories are crucial in providing talented and gifted students with adequate support. The first section also aims to document the work process connected with development of scenarios. The second section is entirely devoted to presenting scenarios, that are to be used in higher education institution. The third part of the report summarizes all efforts done by partners and drives conclusions out of the scenarios' analysis. It also intends to show directions for future applications.

#### 1.1.3 Documentation of the work flow

### 1.2 "Talented" and "gifted"

#### 1.2.1 "Gifted" in Theory of Multiple Intelligences

Traditionally, the term "gifted" referred only to students with unusually high verbal skills, who achieved best results on standardized tests of general ability or in the school education. Last years made a significant input into the understanding of "being gifted". For educators it is crucial to identify gifted students. Most frequently teachers tend to call "gifted" those learners who:

- learn more quickly and independently than most students their own age,
- often have well-developed vocabulary, as well as advanced reading and writing skills,



- are very motivated, especially on tasks that are challenging or difficult,
- hold themselves to higher than usual standards of achievement.

It led sometimes to misunderstandings and the term “gifted” has been broadened to include unusual talents in a range of activities, such as music, creative writing, or the arts. The main theory that has been developed recently and reshaped the meaning of “gifted” is the Theory of Multiple Intelligences elaborated by Howard Gardner. His theory proposes that people are not born with all of the intelligence they will ever have. Gardner argues there is not one single type of intelligence – “general intelligence”, which focuses on cognitive abilities. He introduced eight different types of intelligences:

Logical/Mathematical, Linguistic, Musical, Spatial, Bodily-Kinesthetic, Naturalist, Interpersonal, and Intrapersonal. Gardner notes that the linguistic and logical-mathematical modalities are most typed valued in school and society.



### 1.2.2 Problems of “gifted”

There two types of issues that need to be discussed while describing problems of “gifted”. The first is linked to personal skills and individual’s development, the second refers to teachers and the educational system as a whole.

The problem appears when teachers do not recognize and develop the skills of gifted child. In such a situation the talent may disappear from view as peers catch up to his/her initial level. It is also quite common that without accommodation to unusual level of skills or knowledge, students who are gifted or talented can become bored by school, and eventually the boredom can even turn into behaviour problems.

Gifted students are being called special needs children and are put in the same category as kids with other sorts of disabilities. It seems to be unfair but from the educators’ and education service providers’ point of view this is quite reasonable. In both cases they need special support and additional attention of the teacher and the whole system. Thankfully many educators deem gifted and talented not as examples of students with disabilities, but as examples of diversity. Due to that fact they do not shed responsibility on special education experts but try to differentiate their instructions.



### 1.2.3 Acceleration and enrichment as supportive measures

There are many ways to support gifted and talented students. Measures that are considered to be helpful in such situations involve a combination of *acceleration* and *enrichment* of the usual curriculum (Schiever & Maker, 2003). Both solutions have their pros and cons, and unfortunately work only up to the point.

- **Acceleration** involves either a child's skipping a grade, or else the teacher's redesigning the curriculum within a particular grade or classroom so that more material is covered faster. Both solutions work well but there might be some complications. For instance, students are not prepared to live with large age and maturity differences within single classrooms. Redesigning the curriculum is also beneficial to the student, but impractical to do on a widespread basis.
- **Enrichment** involves providing additional or different instruction added on to the usual curriculum goals and activities. It may refer to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course. In this context the term **differentiation** is also used.

## 1.3 Experiential learning

### 1.3.1 Basic assumptions

Experiential learning theory may occur helpful in coping with inclusion of gifted and talented students within the classroom. Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing".

In this concept learning involves a cycle of four processes, each of them must be present in order for the learning to be effective. The cycle begins with the individual engagement in the experience, then the learner reflects on this experience from many viewpoints seeking to find its meaning. After that learner draws logical conclusions and may add to these conclusions theoretical constructs of others. The conclusions and constructs drive to concrete decisions which are the beginnings of next experience. The learning cycle has been developed and described by David Kolb in 1984. Experiential learning differs from didactic learning as far as the learners' and teachers' roles.

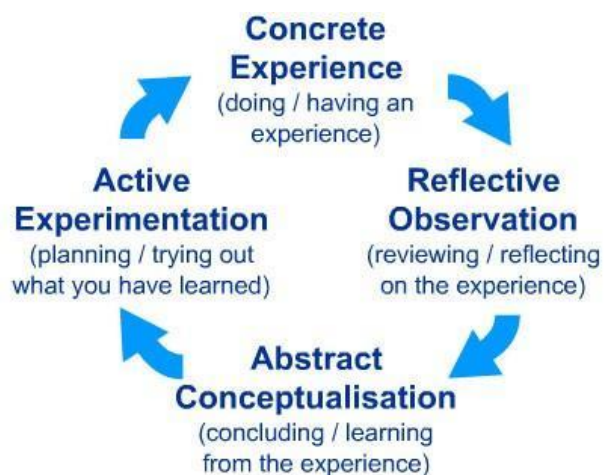




Table 1 gives examples of learning objectives and two different ways to accomplish them.

### **Experiential learning**

### **Didactic learning**

**one makes discoveries and experiments  
with knowledge first hand**

**hearing or reading about others'  
experiences**

#### *Cosmic education (learning about the animals)*

- **going to the zoo**
- **learning through observation and interaction with the zoo environment**

- reading about animals from a book
- listening the teacher telling about their experience from the visit to the zoo

#### *Vocational education*

- **job-shadowing, working alongside and gaining experience of the role of another individual, and gain an insight into that particular work area**

- reading about the profession
- watching instructional videos

#### *learning how to ride a bike*

- **physically interacting with the bike in the "here-and-now"**
- **considering what is working or failing**
- **thinking about ways to improve on the next attempt made at riding**

- reading / listening about the bike's construction
- getting instructions on using the bike
- reading about most common mistakes and possible solutions



*Table 1 Experiential learning vs Didactic learning. Own study.*

Examples placed in the table show that experiential learning makes learning an experience that moves beyond the classroom and tries to bring a more involved way of learning. Since the role of the student is so profound, they need to be equipped with analytical skills, decision making skills and problem-solving skills. Motivation of the students is also very important and leads us to acknowledgment of emotions and feelings as fundamental in experiential learning. That is the reason why the role of teacher who takes the role of facilitator is so important. Educators help by creating an appropriate learning environment, providing an activity that will initiate the learning process, creating an atmosphere and framework to constructively critical review, ensuring that any conceptual thinking is progressed to meaningful conclusions and opportunities for improvement identified. Mind that inappropriate facilitation can hinder, rather than help learning.<sup>1</sup>

### 1.3.2 The development of the theory

The most profound input in the development of the theory has been made by Davis A. Kolb, who elaborated the experiential learning cycle. Although his accomplishments are vital to the contemporary shape of the theory, they wouldn't be possible without the works of John Dewey, Kurt Lewin and Jean Piaget, who gave the way to understanding of cognitive development. The theory has been also enriched by other scientists, who analysed it from the different angles. Jennifer A. Moon was the one who put an emphasis on the effectiveness of the experimental learning. Since the reflection and critical thinking is so essential to the process the work of Jacobson and Ruddy should be mentioned here. They created a simple, practical questioning model for teachers - "facilitators". The model is helpful in promoting critical reflection in experiential learning. It concentrates on asking 5 crucial questions to students after their learning experience.

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<sup>1</sup> <https://www.experientiallearning.org/library/beyond-ropes-principles-facilitating-experiential-learning/>



- Did you notice?
- Why did that happen?
- Does that happen in life?
- Why does that happen?
- How can you use that?

## 1.4 Virtual Reality

### 1.4.1 Definition and VR devices

Virtual Reality is a computer-generated simulation in which a person can interact within an artificial three-dimensional environment using electronic devices. There are few devices used in VR, the most essential ones are special goggles with a screen and gloves fitted with sensors. In order to implement Virtual Reality in the classroom it would be reasonable to get a whole classroom kit. Apart from the number of headsets educators would need chargers, tablet, wifi router, camera.

### 1.4.2 The development and use of VR

Virtual Reality has been known for couple of years. First devices used for Virtual Reality were very expensive and uncomfortable in use because of its size and weight. The economic reasons unabled VR to become more popular. Due to the fast pace of technology development the devices and applications got more affordable. The first examples of usage of VR for educational purposes were connected with highly professional trainings which acquired simulation possibilities. To name some of them: training for astronauts, pilots. VR technologies are still too expensive to be used on the wide scale, but some possibilities of financing it from structural funds make them more popular in higher education sector. Virtual Labs are introduced in following subjects' areas: Electronics & Communications, Computer Science & Engineering, Electrical Engineering, Mechanical Engineering, Chemical Engineering, Biotechnology and Biomedical Engineering, Civil Engineering, Physical Sciences.

The benefits of Virtual Labs:

- enthuse students to conduct experiments by arousing their curiosity. This would help them in learning basic and advanced concepts through experimentation (sometimes remote experimentation)
- provide a complete Learning Management System where the students can avail the various tools for learning, including additional web-resources, video-lectures, animated demonstrations and self-evaluation.
- share costly equipment and resources, which are otherwise available to limited number of users due to constraints on time and geographical distances

Although Virtual Reality for average people is linked to gaming, it slowly makes its way to classrooms of lower levels of education. From the perspective of school education VR technologies may help in engaging students into the learning process. The possibilities it offers make it really feasible to put experimental learning into practice. Children can be taken outside of classroom, to different destinations. They can take part in various activities and later reflect on them.





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It is quite symbolic that one of the producers of VR educational applications is called “Engage”. The development of VR is a growing specialization being on the edge of graphic and IT branch. New VR applications equip educators with whole management system. Build-in libraries of objects and contents allow to recreate historical settings and use role playing techniques to perform real historical events. That is why VR solution engage students in learning process effectively. There seem to be no limits in VR educational environment. The only limit is the imagination and skills of the educators.



## 2 Scenarios

### 2.1 Scenario I

**Topic:** Solids, liquids and gasses

- Learning Objectives:**
- Determine the difference between solids, liquids and gasses.
  - Describe the characteristics of the three states of matter.
  - Give examples of solids, liquids, and gases.

**Situation:** The gifted student in the classroom is bored. S/he is looking out of window and is not interested in what other students do. S/he is daydreaming!

**For Enrichment:** **Renzulli's Triad Model**  
A glass is filled with pebbles, sand and water. (General Exploratory Activities)  
Students then will be asked questions about it; such as: why pebbles sink to the bottom? Why bubbles go up? (Group Training Activities)  
Students are required to plan an experiment that shows the states of matter (Individual Investigations of Real Problems)  
At the end of the scenario, we see the gifted student presents her/his experiment to the classroom.

**For Acceleration:** The teacher teaches the subject as usual.  
The gifted student is previously required to write a report of an investigative assignment that involves future objectives about the subject, such as: Are there any other states of matter?  
(*Content-based acceleration*)  
The teacher ask the student to present her assignment.  
S/he presents her work.  
At the end of the scenario, s/he plans future work about the subject. (We see her/him with a thinking bubble).

### 2.2 Scenario II

**Topic:** Natural disasters

- Learning Objectives:**
- Identify and explain the types of natural disasters
  - Explain how natural disasters occurs
  - Explain the effects of natural disasters



<b>Situation:</b>	The gifted student in the classroom is constantly questioning the teacher.
<b>For Enrichment:</b>	
<b>Layered Curriculum</b>	<p><b>Layer C</b> Students watch a short movie about natural disasters. Then, they are required to write down 5 terms that they heard in the movie. They are required to answer the questions such as: What are the natural disasters? What are the natural disasters occur in our country?</p> <p><b>Layer B</b> Students are required to complete a work sheet about natural disasters. Students are given a map that shows various disasters in the world. They are required to list the most destructive disasters on the map.</p> <p><b>Layer A</b> Students are required to investigate and write a report about one of the following issues: How can we protect ourselves from the natural disasters? Non-governmental organisations helping in natural disasters and their functions. At the end of the scenario we see the gifted student work on her/his assignment.</p>
<b>For Inclusion:</b>	<p><b>Collaborative Learning</b> The teachers informs the students about the subject. Students are formed into heterogeneous groups. (Gifted student is also involved in one of the groups). Each group is required to prepare open questions about natural disasters. Each group asks their questions to the other groups. Students are required to discuss each questions. At the end of the scenario, we see the gifted student work with other students in the classroom.</p>

## 2.3 Scenario III

<b>STEP 1:</b>	In the first step, we determine which topic we would consider as course content, for example: <b>Current and future professions, motivations and multiple intelligences of students.</b>
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**STEP 2: Concrete experience**

- To define the concept of intelligence and to know its connection with own motivations and future professional work.
- To know and describe the different types of intelligence, knowing how to relate our talents with them and with day-to-day activities, in order to get to know the professions most related to each one.
- To carry out a Personal Life Plan, determining short, medium and long-term actions at a personal and professional level.

**STEP 3: Concrete experience. (situation)**

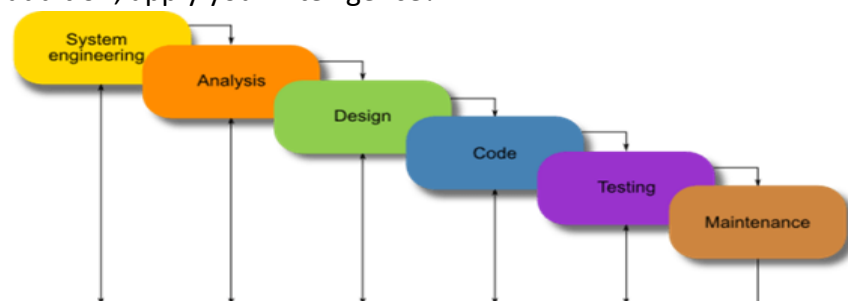
The gifted student is exhausted from spending so much time listening to the teacher in the classroom without doing any activity. The student is unmotivated and does not understand why his/her interests are so far from what the student does and lives at school. Do I have to wait so many years to work on what I want? Do I know the profession I want to carry out? Is there such a profession?

**STEP 4: Selection of the working model.**

After this stage, we want the future teacher to use the virtual reality glasses and to include the gifted student in the lesson. The teacher in training will choose Koechlin et al. (2003) Model, which describes the cascade model of cognitive control through executive functions.

**STEP 5: Procedure. Analysis, the whole group of students together.**

Students are asked to represent, using in any way or with any type of materials, what motivates them in their lives, to present it to other classmates. Students will be asked questions about it, such as: What are the differences between motivation and intelligence? Do you find a link between these two realities? In what daily activities do you use your intelligence? Do you find activities in your day-to-day where you are motivated and, in addition, apply your intelligence?



**Figure 1. Koechlin model, cascade model of cognitive control through executive functions.**



**STEP 6: Design,**  
working in pairs.

For this, each student writes a letter to “themselves” in ten years. They can say what they think will be important to them, warnings, recommendations, questions, etc.

**STEP 7:  
Implementation,**  
working in pairs.

Students make their own Personal Life Plan. Students will be able to use different means to search for possible professions, places, activities, in which they see themselves in the future.

**STEP 8: Display,** work  
in small groups.

Personal Life Plans are shared with other classmates, in small groups. Students are asked: what activities you do in the present that you think help you achieve the goals of your plan? Does it make sense to do something that doesn't motivate you today just to get something that will motivate you in the future? Is there a way to link our current passions, motivations and talents in the activities we carry out on a daily basis? How? What measures, which are in your hands, can be taken?

**STEP 9:  
Maintenance,** the  
whole group of  
students together.

Abstraction of the conclusions obtained from all the classmates. How do the rest of visions of your classmates affect you and your Personal Life Plan? All this is linked to Howard Gardner's (1983) Model of Multiple Intelligences. How does this proposal affect your personal life plan and current activities?

**STEP 10:**

At this point, what we will see on stage if the future teacher takes the second option is explained. The texts written on the scenario step by step are clearly seen on the virtual reality scene.

1. The teacher teaches the subject as usual, without taking into account the talents, motivations and intelligences of his students.
2. Students carry out their activities monotonously. They receive a talk about professions, but they do not link any of it with their interests, intelligences, motivations, etc.
3. The teacher asks the student to present their homework. Describe the main missions of each profession.
4. He / she presents the work.
5. At the end of the scenario, he / she plans a future work on the topic (we see it with a thought bubble)

## 2.4 Scenario IV

**STEP 1:**

In the first step, we determine which topic we would consider as course content, for example: **Knowledge and emotional**



## management for the development of self-esteem and self-concept.

### STEP 2: Concrete experience

#### Learning Objectives:

- To define the concept of emotion and to know its link with self-esteem and self-concept.
- To know and describe the different types of emotions, knowing how to relate our daily states with them and identifying how we feel during the development of our daily activities.
- To study in depth the different types of happiness.
- To develop a methodology focused on carrying out a project to meet the above objectives.

### STEP 3: Concrete experience. (situation)

The gifted student is not feeling well, does not really know what is happening to him/her, but has felt sad and desolate on many occasions in recent months. The student does not dare to speak to anyone about it, thinking that it is different and that no one will understand it.

### STEP 4: Selection of the working model.

After this stage, we want the future teacher to use the virtual reality glasses and to include the gifted student in the lesson. The teacher in training will choose **Project Based Learning** so that the students meet the proposed objectives.

### STEP 5: Procedure. Analysis, the whole group of students together.

Students are asked to think of an activity they would like to carry out, to be shared with families and friends, at the end of the term. It will be the final product of the project to be made. A short film? A play? A concert with your own songs? An exhibition of paintings? It is important that students clearly set this goal. Students will be asked questions about it, such as: What motivates you after all the comments? Do you see yourself able to carry out any of these activities? Whether the affirmation is positive or negative, the teacher will talk about self-esteem and self-concept, their differences, as well as the expectations that each person has in relation to these two concepts. All this will also be linked to emotions, if there is little harmony between self-esteem and self-concept in relation to one's expectations to carry out any type of activity, the emotional aspect may be damaged.

### STEP 6: Design working in pairs:

Brainstorming about the project that will be carried out. Students are asked that whatever the initiative, it must be linked with emotions and with their own experiences.



**STEP 7:**  
**Implementation,**  
working in pairs.

4 activities will be selected from among all the couples' proposals and each student will be located in the one that most attracts their attention. Students will be asked why they have selected this activity. What links you to it? How do you feel when working in this activity? What capacities or skills can they contribute with? What emotional experiences have they had related to this proposal?

After this, the teacher will talk about emotional intelligence, focusing the theme on David Goleman's theory. A discussion will be created for students to share techniques or experiences that help them dealing with depending on what emotional states.

**STEP 8: Display,** work  
in small groups.

Students will spend some time designing the activity, distributing roles, creating a budget, seeking financing, it is about concretizing and working towards the final activity of the project. The teacher will then talk about what they will feel if the activity, the work, the short, the painting is not to the liking of those close to them. What do I feel if others do not understand, value or accept me? Do other people affect my way of being? Do I need others to validate me to feel good?

**STEP 9:**  
**Maintenance,**

Abstraction of the conclusions obtained from all the classmates. The activities are shared with the rest of the classmates, the short film, the painting, the play, the activity they have carried out. The teacher channels all this to talk about happiness, linked to emotions and his own concept. What is being happy? How is happiness achieved, is it a goal or a path? How has this activity influenced me? What have I discovered about myself?

**STEP 10:**

At this point, what we will see on stage if the future teacher takes the second option is explained. The texts written on the scenario step by step are clearly seen on the virtual reality scene.

1. The teacher explains the subject as usual, without taking into account the talents, motivations and intelligences of his students.
2. Students carry out their activities monotonously. They receive a talk about self-esteem and self-concept, then answer some questions about these questions.
3. The teacher evaluates the students' answers, if they remember the talk by heart, they will get a better grade.
4. He / she presents the work.



## 2.5 Scenario V

### STEP 1:

In the first step, we determine which topic we would consider as course content, for example: **The characteristics of gifted and talented children, their differences and biases.**

### STEP 2: Concrete experience

- To explain theoretical biases of gifted and talented children. Are they hereditary or can they be acquired through hard work?
- To name the areas of being gifted and talented. How this feature can help in life?
- To describe the differences between terms: “gifted” and “talented”, be able to assign proper term to proper discipline, name and explain the special needs of these children.

### STEP 3: Concrete experience. (situation)

The gifted student is drawing pictures not connected with the topic of the lesson. He wonders if being talented makes it easier to start in the future, will this person get a better job?

### STEP 4: Selection of the working model.

After this stage we want the future teacher to use glasses from virtual reality and include a talented student in the lesson. During the lesson, the teacher will choose the Kolb Cycle of Experiential Learning model, which is concerned with the learner’s internal cognitive processes.

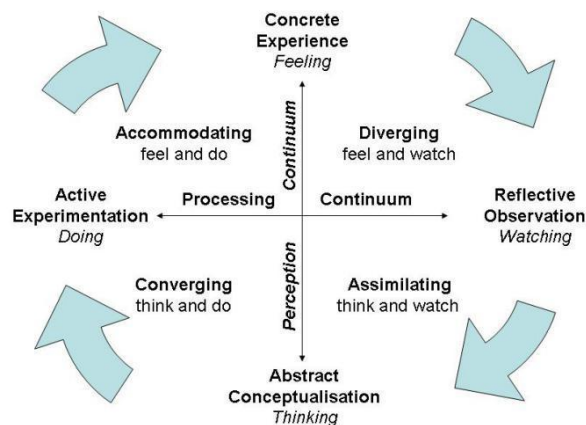


Figure 2 Kolb's Cycle of Experiential Learning





**STEP 5: Procedure.**  
**Analysis, the whole group of students together.**

The teacher writes the words "gifted" and "talented" on both sides of the board. Students are asked what are the differences between the two terms, what are the areas of being talented and of being gifted. Does having such qualities help in life? Can such qualities be acquired? Do you know any people who can be called gifted or talented? All answers are saved on one side of the board.

**STEP 6:**  
**Design** working in pairs

Discussion of what these differences result from, how we can bridge them, how to incorporate certain elements into our lives.

**STEP 7:**  
**Implementation,** working in pairs.

Link the conclusions to what the group has worked out, to the stories told by the participants or to the questions and concerns they raise during the lesson, and you have a much better chance of making the information you provide not only better remembered but also put it into practice later on.

**STEP 8: Display,** work in small groups.

We are already taking our new knowledge to the real world and trying to apply it in our lives. We are actually checking what will happen if we apply what we have learned. We summarize each stage. Can being talented or gifted help in some area of life in particular? At school?

## 2.6 Scenario VI

**STEP 1:**

In the first step, we determine which topic we would consider as course content, for example: **Workshops on different skills and abilities, their similarities, differences, disciplines.**

**STEP 2: Concrete experience**

- To group things we do better (introduction to multiple intelligences) Assignment the disciplines or subjects to the terms – "talented" and "gifted".
- To decide which activities should be undertaken and which to avoid according to the talent or gift.
- To discuss what feelings accompany us when doing tasks we do not feel like or dislike?



**STEP 3: Concrete experience. (situation)**

A gifted student gets bored in class and wonders why he sometimes has to do things he doesn't like to do, how it affects him.

**STEP 4: Selection of the working model.**

After this stage we want the future teacher to use glasses from virtual reality and include a talented student in the lesson. During the lesson, the teacher will choose Gardner's theory of *multiple intelligences*.



**STEP 5: Procedure. Analysis, the whole group of students together.**

Students think about different skills and abilities, group things that do better or worse. They assign disciplines or subjects to the terms "gifted" and "talented".

**STEP 6: Design working in pairs Group work**

Students will be provided with two sets: gifts and talents, and the activities. In groups of 5 they must decide: which activities should be undertaken and which to avoid according to the talent or gift.

**STEP 7: Implementation, working in pairs.**

Students will be provided with different tasks to do, e.g.: some logical puzzles, drawings, geography quizzes, etc. They can choose the task they want to do according to their abilities and likes. Then, they have to randomly exchange tasks and do – not the tasks they wanted and like to do, but the tasks they received. Then the discussion should be conducted: What they had felt



during fulfilling the tasks they didn't like or did not want to do?  
How was the work going? What they needed to do this work?

**STEP 8: Display**, work  
in small groups.

Finally, the teacher sums up the classes and asks whether solving  
tasks we don't like to do or don't want to do somehow affects us?

## 2.7 Scenario VII

**Topic:**

**Maths – fractions, decimals, percents**

**Learning Objectives:**

Master the logic and the procedures for using the equivalences  
among fractions, decimals, and percents

**Situation:**

The gifted student has finished the daily work, is bored, and  
moves in the classroom creating  
various problems

**Differentiated  
instruction:**

Enrichment –  
Curriculum  
Compacting –  
Inclusion:

Typical students work on converting decimals to fractions and vice  
versa, through problem solving, graphic presentations, and  
multiple- choice questions. Main aim is to understand the rules of  
conversion. The gifted student, on the other hand, is provided  
with material referring to decimals, fractions, and percents.  
Manipulatives, pictures, symbols, word problems, newspapers,  
and a laptop are examples of the material that is available to  
him/her. The teacher asks the gifted student to work on the  
equivalence between the three modes of quantity presentation  
(i.e.  $3/10 = 0.30 = 30\%$ ). (8'-10')

Moreover, he asks the gifted student to find or devise exemplary  
situations in which the use of each one of the specific modes of  
presentation is more suitable. For example, data from  
sport events, building construction, and social issues could be  
served by all three quantity representations, however it is  
customary, and more functional, to use one of them. (15' -20')

Upon finishing the assigned work, the gifted student is asked to  
present part of it to the rest of the classroom, and answer  
pertinent questions, under the supervision of the teacher.



Special emphasis during this phase should be given by the gifted student to the presentation of advantages and disadvantages in using fractions, decimals or percents for expressing relationships in specific situations (e.g. effectiveness of a medicine, part of a pizza eaten by a family) (10' – 15').

**Behavioral Objective:** The gifted student presents to his/her classmates in 15', at least 2 examples of expressing quantitative relationships in everyday situations through equivalent fractions, percents and decimals, using concrete materials, pictures and symbols.

## 2.8 Scenario VIII

**Topic:** Written expression – Changing the gist of a text

**Learning Objectives:** Choosing appropriate expressive means for giving narrative texts a specific tone.

**Situation:** The gifted student has finished the daily work, is bored, and moves in the classroom creating various problems

**Differentiated instruction:**

Enrichment –  
Curriculum  
Compacting –  
Inclusion:

Enrichment – Inclusion:

Typical students go through an excerpt of Jule Vern's book "Around the World in Eighty Days". Main aim is to develop their narrative skills, and deepen their ability to use verb tenses, temporal adverbs, and temporal sentences in order to achieve an accurate narration of past, present, and future events.

The gifted student is asked to rewrite the excerpt, and change the gist of it using the appropriate tone and the correct expressive means (words, phrases etc). The new gist will be chosen by the gifted student, but the teacher should offer some examples in order to facilitate the gifted student in his/her choice. Hence, the teacher will present examples of how to make the text hilarious or give it a sentimental tone.

About 15' will be allocated to the writing of each new version of the text. Then the gifted student will be asked to present his work to the rest of the class, for about



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15', with the obligation to explain to his peers which expressive means has he chosen, in order to achieve his aim.

Behavioral Objective: The gifted student presents to his/her classmates in 15', two new versions of a short-given text with each version having a discrete gist that has been decided by him/her, explaining at the same time the expressive means used for achieving the text transformation.



## 3 Conclusions

### 3.1 Reflections on scenarios

There are eight scenarios that have been elaborated by partners and presented in the report. Each of them relates to different topic. Four scenarios refer to classroom subjects and may be treated as the examples of ready to use classroom scenarios for prospect teachers. The next four are connected with the subject of “gifted” and intend to develop skills and enhance knowledge necessary to deal with different students’ needs in the teaching experience.

The scenarios use also different theory models. This fact shows that in order to cope with special needs of gifted students, educators may use different approaches. The decision on which theoretical model to use is secondary to conclusions driven from the observations of the “gifted” by the teacher.

It is also noticeable that even scenarios which base on the same theory do not necessary follow all the steps. It concerns **Koehlin** model used in scenarios III, IV, V and VI. Last two do not present step 9 and 10. This fact underlines the key role of the teacher who always chooses their personal strategy to deal with each individual case. The personal strategy (scenario) might be a mix of different tools and techniques picked carefully after the observations of the individual in the context of the classroom and curriculum.

It needs to be stressed that in every scenario which makes prospects teachers familiar with the subject of “gifted students” Virtual Reality technology is used. Future educators may experience the situation and use simulation for learning purposes.



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## 4 Annex

### 4.1 Annex 1 – the list of scenarios with their topics

Scenario I - **Solids, liquids and gasses**

Scenario II - **Natural disasters**

Scenario III - **Current and future professions, motivations and multiple intelligences of students.**

Scenario IV - **Knowledge and emotional management for the development of self-esteem and self-concept.**

Scenario V - **The characteristics of gifted and talented children, their differences and biases.**

Scenario VI - **Workshops on different skills and abilities, their similarities, differences, disciplines.**

Scenario VII - **Maths – fractions, decimals, precents**

Scenario VIII - **Written expression – Changing the gist of a text**



## 4.2 Annex 2 - Templates of scenarios

### 4.2.1 Scenario using supportive measures for “gifted”

**Topic:**

**Learning Objectives:**

**Situation:**

**For Differentiation:**

**For Acceleration:**

### 4.2.2 Scenario with layered curriculum

**Topic:**

**Learning Objectives:**

**Situation:**

**For Enrichment:**

**Layered Curriculum**

**For Inclusion:**

### 4.2.3 Scenario based on the Koechlin model

**STEP 1:**

**STEP 2: Concrete experience**

**STEP 3: Concrete experience.  
(situation)**

**STEP 4: Selection of the  
working model.**





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**STEP 5: Procedure. Analysis**

**STEP 6: Design**

**STEP 7: Implementation**

**STEP 8: Display**

**STEP 9: Maintenance**

**STEP 10:**